Guided Reading Lesson Plan

**Text: The Baby Owls PM Text Level: 4**

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| **High Frequency Word Review** | asleep, are, not, look, comes, hungry |
| **Easy Reading** | Use the last book from the previous session.   * Help students to work out unknown words from meaning: “What would make sense there? What would look right and sound right?” * Get students to check any errors: “Did that make sense?” “You said \_\_\_\_\_\_\_\_\_ . Does that look right?” “Can we say it that way?” * Get students to reread parts for fluency and phrasing. |
| **New book** | **Orientation**:   * **The title of this book is The Baby Owls**. When we think about the title and look at the picture of the front cover what might we think this book is about? Where do you think they are and who do you think is coming towards them? What has she got in her mouth? What will she do with the moth? * **Book Overview: (At this stage, it is really important to give a strong book overview using language from the text.)** This book is about some baby owls, who live on a farm with their mother up in a tree. On the farm there are also cows, pigs and dogs. It’s night time and all the animals are asleep – all of them except the owls. The baby owls are hungry so Mother Owl goes out looking for moths. She sees a big one and takes it back to the baby owls back in the tree. So then all the animals are asleep on the farm: the cows, the pigs, the dogs – even the baby owls are asleep. * **WALK THROUGH/TALK THROUGH BOOK – Introduce new words and concepts**: Discuss the concepts of down / up. Get them to frame “Look, look!” **Find other high frequency words using initial letters** after articulating clearly and get students to frame them with pointer fingers from both hands asking them: What can you hear in the middle, at the end of...?   **Prompt children to practise strategies.**  **Each child reads the text independently.**   * Reinforce where children used reading strategies & prompt for strategies as needed.   **ASK COMPREHENSION QUESTIONS AFTER READING.** |
| **New high frequency words** | tree, down, asleep, mother, sees, for |
| **Letter identification** | b: baby, big, etc  f: farm, for, etc |
| **Phonological awareness** | * Onset and rime: ee: see, tree etc * Onset and rime: ig: big, pig, etc |
| **Other teaching focus** | * “th”: the, then, them, this, that etc * Use of exclamation marks * Capital letters for names and start of sentence |
| **Group/ Names of students** |  |
| **Comments** |  |